



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 108465**

**DfES Number: 530329**

### **INSPECTION DETAILS**

Inspection Date	06/10/2003
Inspector Name	Margaret Moffat

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	Braywood Montessori School
Setting Address	Braywood Memorial Hall Fifield Road Fifield, Maidenhead Berkshire SL6 2NX

### **REGISTERED PROVIDER DETAILS**

Name	Miss Georgina Pitchford
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Braywood Montessori School is privately owned and opened in 1998. It operates from Braywood Memorial Hall, Fifield with easy access to Maidenhead and Windsor.

There are currently 22 children from two to five years on roll. This includes five funded three year olds and nine funded four year olds. Children attend for a variety of sessions. At the time of inspection there were no children with special educational needs. The group supports children with English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:30 Monday, Wednesday and Friday and 09:00 until 15:15 Tuesday and Thursday.

Three staff work with the children and have appropriate qualifications in childcare. Two are fully trained Montessori teachers. One member of staff has a current first aid certificate. The group promotes the Montessori method of teaching. The group receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Braywood Montessori school offers good quality care for the children. The school is clean and well maintained. Staff organise space effectively and display children's art work and photographs providing a warm and welcoming environment. All relevant documentation is in place although some record keeping needs to be reviewed.

Staff have a good understanding of safety issues and suitable precautions are taken to safeguard children both inside and outside the school. Most fire safety precautions have been taken, however some need to be reviewed. Staff encourage the children to have good hygiene practices. Staff are aware of children's individual needs and there are good procedures in place to support children with special educational needs.

There is a large range of good quality toys and activities easily accessible to the children. Staff use these effectively to support children's development. Staff have high expectations of children's behaviour and the children behave well and respond to staff's clear guidance and praise.

There are procedures in place to share information with parents, however not all parents are aware of how to access these. Staff form good relationships with the parents and are available at beginning and end of sessions to give verbal feedback if required. Parents report they are happy with the care.

#### **What has improved since the last inspection?**

The last inspection was the transitional inspection. The manager was asked to have a risk assessment and outings policy in place and this has been addressed.

#### **What is being done well?**

- The school is welcoming to the children and their families. Provision for the children is good. They have a large range of activities and resources which meets their development needs. Children are happy.
- Staff know the children well and are aware of their individual needs. They spend time talking to the children, asking challenging questions, giving clear instructions and effective explanation.
- Staff are vigilant about children's safety and ensure children are aware of good hygiene practices.
- Staff provide good role models for children's behaviour. Children behave well and respond to staff's clear guidance and praise.

#### **What needs to be improved?**

- documentation, to ensure a record of visitors is maintained and the time when children arrive significantly late or early is recorded;
- fire safety precautions, to ensure fire exits are not obstructed and timings of fire practices are recorded and assessed;
- the system of informing parents of how to access information regarding their children.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	meet recommendations made by the Fire Safety Officer and record observations made during fire drill
12	ensure parents are aware of how to access information regarding their children.
14	ensure a record is maintained of visitors to the premises and of children who arrive or leave significantly late or early

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Braywood Montessori School offers very good provision for nursery education where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff's sound knowledge of the early learning goals enables them to provide a range of interesting and practical activities to extend children's learning. However some opportunities are missed for counting. Children are eager to participate in the activities on offer and they are confident and happy. They behave very well due to the high expectations and excellent role models provided by staff. There is a good assessment system in place which is used to record children's progress towards the early learning goals. Staff excel in their use of effective explanation and questioning to encourage children's thinking and are aware of their individual abilities.

Effective systems are in place to support both children with special needs and English as an additional language.

Leadership and management is very good. There is a small supportive staff team in place who work well together. Staff are aware of their roles and responsibilities and the manager is committed to providing opportunities for staff development and training. Staff are committed to the improvement and quality of care and education.

Partnership with parents and carers is generally good and this contributes to children's learning. Staff have good relationships with the parents and carers. Information is shared on a daily basis and there are systems in place to inform parents of their child's progress and the day to day running of the provision. However some parents are not aware of how to access this.

### What is being done well?

- Children are good communicators, listen well, have a growing understanding of the written word and are confident writers.
- Staff excel in the use of effective explanation and questioning to encourage children's thinking;
- Leadership and management are very good. Staff work well as a team and are committed to the improvement of nursery education

### What needs to be improved?

- the opportunities for children to count in everyday activities;
- the opportunities for parents to access information regarding their children.

<b>What has improved since the last inspection?</b>
The height of the easel has been scaled down to make it easier for children to paint.
The celebration of religious and cultural events from a range of different traditions has been introduced.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children develop good relationships and behave well. They work alongside peers sharing experiences and resources. They are interested and confident and show high levels of concentration when working independently. They express their ideas confidently to adults. They learn about diversity in the school and wider community through practical activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children are confident speakers and engage in conversation with each other and adults. Children are confident writers. Staff provide good opportunities for children to practice emergent writing and to recognise and write their own names. Children are confident in their use of books and beginning to understand that print carries meaning. They recognise letters and use sounds to identify simple words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's mathematical development is generally good. Children explore the use of numbers in a variety of everyday activities and show they understand shape and size through practical activities. Children are able to count confidently to ten and beyond and can recognise numerals between one and nine. However opportunities are missed for children to count together in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children talk confidently about events in their own lives and have a growing awareness of other cultures and traditions. Children are confident in their use of technology and of how things work. Children are developing increasing knowledge and ability from a wide range of practical activities and resources.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children have access to a range of small and large tools and equipment. They show good spatial awareness and co-ordination in movement activities. The children are confident in their independence skills and show a good awareness of basic hygiene. Children have good pencil control and use a range of tools confidently.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's progress in creative development is very good. Children have the opportunity to explore a variety of media and materials through the resources and activities on offer. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children enjoy and are eager to participate in group activities.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- develop strategies to increase children's opportunities to count in everyday situations.
- ensure parents are aware of systems in place to access information regarding their children.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*